

Objective: Today we will learn both a consonant and a vowel digraph. A digraph is formed when two letters are together but make one sound.

Phonological Awareness: Syllable Deletion

Let's do an activity with words and sounds. I'm going to say a word, and then ask you to repeat the word, leaving out part of it. My turn first: The word is *(cam)per*. Now I will say it without saying *cam*. Then it would say *per*. Your turn: Say *(don)key*. Now say it again without saying *don*. Ask the student to delete the word part in parentheses.

pa(per)	(dan)cer	(fi)nal	mo(tor)	(han)dy
gen(tle)	plas(tic)	(boul)der	(com)pact	(la)ter
gen(tle)	(on)ly	(fre)quent	cac(tus)	(shar)pen

Review

Card Drill: Phonograms 1–36

Visual: Look at the card I show you and tell me the letter name, the key word, and the sound of the letter(s).

Auditory: When I say a sound, repeat the sound and write the letter(s) that make that sound. Choose four or five review sounds to dictate.

New Consonant Digraph: sh (ship)

Show student the phonogram card *sh* (37). This is the consonant digraph *sh*. It makes the sound /sh/ as in *ship*. A consonant digraph is two consonants next to each other that only make one sound. Write these letters in your notebook and trace several times, saying the sound of the digraph each time. Whenever *s* and *h* are together in one syllable, they make the /sh/ sound.

WORD LIST

Read the sh Real Words from the Word List.
Read the Nonsense Words from the Word List.

Spell the following words. Listen to the word, repeat it, segment it by sound, and write while saying the sounds. Finally, read each word aloud.

ship	shop	shell	shock
shag	shed	shine	shade
fish	shame	bash	rush

Optional words are for more advanced students.

sheep	shear	leash	sharp
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New Vowel Digraph: ee (keep)

Show student the phonogram card *ee* (38). This is the vowel digraph *ee*. It makes the sound /ē/ as in *keep* and usually comes in the middle of a one-syllable word. Place *ee* in the vowel digraph cell on the 2 × 3 matrix.

WORD LIST

Read the ee words from the Word List.
Optional Words are for more advanced students.

Spell the following words. Listen to the word, repeat it, segment it by sound, and write while saying the sounds. Finally, read each word aloud.

feed	need	weed	bee
deep	sheet	deep	heel
beef	keep	steel	feel

(Continues)

Word List 1.19

sh; ee

sh

Real Words:

ship	shed	fish	dish
sham	shine	shell	wish
lush	mesh	shall	gash
shock	shop	shot	shush

Nonsense Words:

shab	shub	shode	she
shag	shaff	shibe	dus
shane	shug	losh	resh

ee

beep	sheep	free	tree
deep	see	bee	keep
steep	sleep	speed	steel
reed	feed	beet	reel

Optional Words:

screech	cheese	queen	squeeze
speech	flee	greed	tree

Materials

Phonogram cards 1–38,
Word List 1.19, Exercises 1.19

PART 1

PART 2

PART 3

(continued)

Optional words below are for more advanced students.

cheep	sweep	screen	wheel
tweet	bleep	creep	street

Write these sentences from dictation. Listen carefully and repeat each sentence before writing.

Feed the beef to the queen. The big sheep runs fast.

Additional Activities

Listening Comprehension: Read a short passage to the student(s) that is above their reading level. Then ask comprehension questions, both factual and inferential.

Exercises 1.19: Students can complete independently or for homework.

Objective: Today we will learn how to divide words into syllables and learn a new sound for s.

Review

Card Drill: Phonograms 1–88, Suffixes 158–159

Visual: Look at the card I show you and tell me the sound of the letter(s) on the card. Choose 15–20 cards.

In Part 2, choose 15–20 cards from the set listed for the Visual Drill in the Review section of each lesson, and only use key words for sounds the student cannot remember.

Auditory: When I say a sound, you repeat the sound and write the letter(s) that make the sound.

Choose five or six sounds to dictate. For phonograms/morphemes that have multiple spellings, ask student to list in order of frequency.

Spell the following review words. Listen to the word, repeat it, segment it by sound, and write while saying the sounds. Finally, read the word aloud.

shrub	scrape	strap
blasted	squint	three
split	spring	grasp

New Rule: Syllable Division, vc/cv Pattern

Show student the vc/cv words on the Word List. When two consonants stand between two vowels, the syllable division usually occurs between the two consonants (vc/cv). The first syllable is a closed syllable if it has a single vowel followed by a consonant. The vowel is short, unless the vowel is a schwa (in an unaccented syllable).

**WORD
LIST**

Divide and read the vc/cv words from the Word List.

New Sound: s /z/

Show student the phonogram card s (4). When s is at the end of a word or between two vowels, the s may say /z/.

**WORD
LIST**

Read the s = (z) words from the Word List.

Read the Phrases from the Word List.

Spell the following words. Listen to the word, repeat it, segment it by sound, and write while saying the sounds. Finally, read each word aloud.

is	as	his	has
those	pins	hose	caves

Write these sentences from dictation. Listen carefully and repeat each sentence before writing.

Please rise when the judge enters.

Is his home near the bus? Her name is Rose.

**WORD
LIST**

Read the Irregular Words from the Word List.

Copy, trace and write these words several times while saying letter names:

such	much	rich	which
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vc/cv Syllable Pattern; s /z/

Word List 2.2

vc/cv

tennis	fossil	banner	runner
supper	rabbit	annex	gossip
happen	tunnel	hammer	muffin
summer	comment	sadden	butter
napkin	subway	public	dental
sandal	candid	cutlet	campus
shamrock	bandit	nutmeg	insist
goblin	optic	signal	thunder

s = /z/

runs	has	dogs	scans
bends	pins	spills	grows
taxes	wise	fuse	games
nose	please	these	hose
rise	those	tease	his

Phrases:

green dresses	plays many games
planes and cars	those sharp pins
runs faster	twelve dogs

Irregular Words:

such	much	rich	which
------	------	------	-------

Materials

Phonogram cards 1–88,
Suffix cards 158–159, Word List 2.2,
a book or story at the appropriate
reading level, Exercises 2.2

PART 1

PART 2

PART 3

Additional Activities

Oral Reading: Have the student read aloud a book or story at the appropriate reading level, and orally, make a one sentence summary of the reading.

Exercises 2.2: Student can complete independently or for homework.

Syllable Division cv/vc

Objective: Today we will learn a new way to divide words into syllables in order to read them more easily.

Review

Card Drill: Prefixes: 113–131, Suffixes: 158–173

Choose 10–15 cards from the set listed for the visual and auditory drills.

Visual: Look at the card I show you and give the prefix or suffix. I'll ask you to write any of the affixes you miss in your notebook.

Auditory: As I say the prefix or suffix, write it in your notebook.

Choose 5–10 prefixes and suffixes to dictate.

New Syllable-Division Pattern

cv/vc: Sometimes what looks like a vowel digraph, is not. Although this pattern is found in relatively few words, be aware that it is possible that two vowels together (adjacent) are in different syllables. The first syllable is usually long with the vowel at the end as in an open syllable. The vowel in the second syllable is usually short and followed by a consonant as in a closed syllable. However, another rule can take precedence (i.e., final *e* as in *create*).

WORD LIST

Read the words from the Word List. Divide the words into syllables, and say each syllable. Read the Phrases from the Word List.

Spell the words as I dictate them. Listen carefully, repeat each word, and then write it in your notebook.

Read the word or phrase to check your spelling.

poet

poetry

fluent

quietly

oasis

diet

client

iodine

Write the phrases as I dictate them. Listen carefully, repeat each sentence, and then write it in your notebook. Read the phrase to check your spelling.

planting the peonies

vacuum cleaners

greeted the champions

plenty of diamonds

Syllable Division cv/vc

cv/vc

oasis	create	poet	poem
fluid	druid	poetry	theater
boa	chaos	orient	diet
quiet	going	zoology	duel
fluent	minuet	influence	neon
peony	cameo	trial	friar
vacuum	diagram	lion	riot
violin	folio	studio	triumph
medium	stadium	truant	annual

Phrases:

the fluent pioneers	changing fluids
saw the oasis	truant students
casual violinist	glittering diamonds

Word List 3.2

Materials

Prefix cards 113–131,
Suffix cards 158–173, Word List 3.2,
a variety of reading passages,
Exercises 3.2

PART 1

PART 2

PART 3

Additional Activities

Oral or Silent Reading: Select stories, excerpts from textbooks, newspaper or magazine articles, or other material suitable to your student.

Exercises 3.2: Students can complete independently or for homework.